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ABSTRACT

The policy statement on contract faculty employment presented in this document was adopted by the Academic Senate for California Community Colleges as a model conforming to the provisions of Assembly Bill (AB) 1725. The document contains sections addressing: (1) the college's philosophy regarding part-time faculty hiring; (2) affirmative action procedures; (3) position identification and search procedures, including guidelines for determining the need for part-time faculty assignments, desirable qualifications such as sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds; (4) selection committee procedures, including guidance on the composition of the committee, review of applications, evaluation of candidates, and selection of the final candidate; (5) emergency hiring if an instructor becomes unavailable to teach at the last moment or a course is over-enrolled; and (6) review and revision of the statement. Relevant sections of AB 1725 are cited. (WJT)

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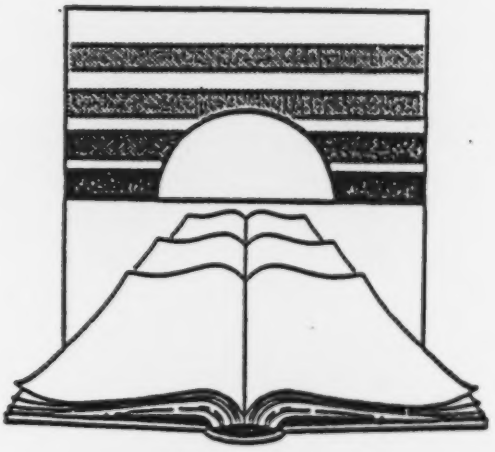

# PART-TIME FACULTY HIRING PROCEDURES: A MODEL BASED ON ASSEMBLY BILL 1725

***AS ADOPTED***

***1989 FALL SESSION,***

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# PART-TIME FACULTY HIRING PROCEDURES: A MODEL BASED ON ASSEMBLY BILL 1725

A Position Paper Prepared by the
Academic Senate Educational Policies Committee

## Philosophy

It is the policy of the _____Community College District that faculty hiring procedures and guidelines be established to provide for college faculties of highly qualified people who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the adult population of the state of California.[1]

The governing board represented by the administration has the principal legal and public responsibility for ensuring an effective hiring process.[2] The faculty represented by the academic senate has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process[3] which is to ensure the quality of its faculty peers.[4]

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[1] Section 4 (p) (1) "The laws, regulations, directives, or guidelines should help the community colleges ensure that the faculty and administrators they hire and retain are people who are sympathetic to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges."

[2] AB 1725, Section (s) (2): "The governing board of a community college district derives its authority from statue and from its status as the entity holding the institution in trust for the benefit of the public. As a result the governing board and the administrators it appoints have the principal legal and public responsibility for ensuring an effective hiring process."

[3] AB 1725, Section 4 (s) (3): "Faculty members derive their authority from their expertise as teachers and subject matter specialists and from their status as professionals. As a result, the faculty has an inherent professional responsibility in the development and implementation of policies and procedures governing the hiring process."

[4] AB 1725, Section 4 (t) (1): "....While the precise nature of the hiring process for faculty should be subject to local definition and control, each community college should in a way that is appropriate to its circumstances, establish a hiring process that ensures that: (1) Emphasis is placed on the responsibility of the faculty to ensure the quality of their faculty peers."

District hiring procedures are based on a recognition that responsibility for selecting these well-qualified people is shared cooperatively by both faculty members and college administrators, participating effectively in all appropriate phases of the hiring process.[5] The responsibilities of these individuals include identifying positions; following the district's affirmative action policy; reviewing and formulating job descriptions; advertising positions; screening, interviewing, and selecting the recommended candidates. All procedures relative to faculty hiring shall be characterized by strict confidentiality.

Beyond requiring a joint and cooperative exercise of responsibility, the hiring process should be focused on ensuring that the community colleges will select teachers who can teach and who are experts in the subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their speciality.[6]

**Affirmative Action Procedures**

All participants in the process are given appropriate training in affirmative action procedures and the affirmative action goals and timetables of the community college so that success in reaching those goals is better assured.[7] At each level, nominating entities and selection committee members have the responsibility to ensure that individuals, preferably minorities, the disabled, or women, who are knowledgeable about and responsible to the community college's affirmative action goals are included on all selection committees or similar groups.[8] An affirmative action committee shall be established under the auspices of the academic senate. Members of this committee shall receive appropriate training and shall be expected to serve as members on selection committees. The affirmative action officer shall serve as a consultant on district and state guidelines and be responsible for monitoring the district's affirmative action procedures, including but not limited to a review of the job descriptions and

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5 AB 1725, Section 4 (t) (2): "Both faculty and administrators participate effectively in all appropriate phases of the process."

6 AB 1725, Section 4 (s) (4): "Beyond requiring a joint and cooperative exercise of responsibility, the hiring process should be focused on ensuring that the community colleges will select teachers who can teach and who are experts in the subject matter of their curriculum; and counselors, librarians, and other instructional and student services faculty who can foster community college effectiveness and who are experts in the subject matter of their specialty."

7 AB 1725, Section 4 (t) (6) "All participants in the process are given appropriate training in affirmative action procedures and the affirmative action goals and timetables of the community college so that success in reaching those goals is better assured."

8 AB 1725, Section 4 (t) (7) "Individuals, preferably minorities or women, who are knowledgeable about and responsible to the community college's affirmative action goals are included on all selection committees or similar groups"

9 AB 1725, Section 4 (t) (3) "Positions to be filled are normally identified through a well defined, thoughtful, planning process."

10 AB 1725, Section 4 (s) (4) "This means that the colleges may establish criteria for hiring that go...beyond the minimum qualifications set by regulation. The establishment of additional criteria of this sort should be expected and encouraged."

announcements, composition and procedures of selection committees, and the adequacy of the pool of applicants.

**Position Identification and Search Procedures**

Whenever possible, at least to the extent provided for in Assembly Bill 1725, part-time assignments shall be combined into full time positions.

The need for part-time faculty assignments shall be determined cooperatively through a well-defined, thoughtful planning process involving college administrators, the academic senate, and faculty in the subject areas or disciplines.[9] Subject area needs shall have been reviewed to determine strengths, weaknesses, special skills needed, and affirmative action goals. The appropriate subject area faculty together with the first-line administrator shall develop the faculty job descriptions, requirements, and desirable qualifications. The minimum qualifications may not be reduced by this process. However, through this process the minimum qualifications may be broadened or raised. Such practice is expected and encouraged.[10]

These additional qualifications, as all steps of this hiring process, should help the community colleges ensure that the faculty and administration they hire and retain are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges.[11] Desirable qualifications include the following:

A. Desirable qualifications shall be included that establish as a qualification sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.[12]

B. Desirable qualifications may include the following:
    1. Academic qualifications beyond the minimum set by law and regulation if these qualifications would provide the basis for better teaching or other service.
    2. Measures of pedagogical skill such as evaluations of prior experience, education in pedagogy, or demonstrations of effectiveness as a teacher, counselor, librarian, or other faculty member.
    3. Specific preparation to offer instruction or other service narrower in scope than a discipline. (For example, when hiring someone to teach piano, the college would require not only qualifications to teach music, but specific qualifications to teach piano.)

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[11] AB 1725, Section 4 (p) (1). " The laws, regulations, directives, or guidelines should help the community colleges ensure that the faculty and administrators they hire and retain are people who are sympathetic and sensitive to the racial and cultural diversity in the colleges, are themselves representative of that diversity, and are well prepared by training and temperament to respond effectively to the educational needs of all the special populations served by community colleges."

[12] AB 1725, Section 87360a: "In establishing hiring criteria for faculty and administrators, district governing boards shall, no later than July 1, 1990, develop criteria that include a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students."

Clear and complete job descriptions, including all job-related skills requirements and any additional qualifications recommended by the faculty when appropriate, are prepared for each position, and these job descriptions are reviewed before each position is announced, to ensure conformity with the community college's affirmative action and nondiscrimination commitments.[13]

After identification of part-time assignments needed for the next academic term, the search procedure should include widespread local announcements and sufficient time to help obtain an adequate pool of applicants. Whenever possible the names of part-time faculty chosen by the community college district should appear in the class schedules distributed to the students. To cover a subject area's sudden need for substitutes or for hiring at the beginning of an academic term, it is recommended that a list of qualified faculty be kept up to date by the department or area administrator. These faculty should have been interviewed and found to be acceptable by the faculty of the subject area and the administration. However, in case of an emergency, if the instructor scheduled to teach a class becomes unavailable at the last minute or if there are not enough instructors available to accomodate all the enrollment in a course for which there is a policy not to turn students away, then the emergency procedure outlined below may be used.

**Selection Committee Procedures**

Composition of Committee. Each selection committee shall consist of at least two faculty members appointed by the academic senate in consultation with the faculty of the discipline or subject area. One of the faculty members shall be the chair of the committee. The area administrator may also be a member of the committee. The academic senate may appoint one member from the affirmative action committee to each selection committee. When appropriate, the academic senate may appoint a faculty member from the subject area at another college or university. Also the academic senate may appoint a classified staff member and/or a student to the selection committee. All members of the selection committee shall be knowledgeable about the affirmative action goals and procedures of the district.

Review of Applications. The selection committee shall review all applications and shall select those applicants for an interview who best meet the desirable qualifications listed on the job description, as measured by evidence of professional qualifications, including educational background and experience. All relevant academic information should be submitted to the selection committee including transcripts and letters of recommendation.

The desirable qualifications of the district may well be higher, but may not fall below the state's minimum qualifications. Each individual employed must possess qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the Board of Governors. Thus, local equivalency

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[13] AB 1725, section 4 (t) (5) "Clear and complete job descriptions, including all job-related skills requirements and any additional qualifications recommended by the faculty when appropriate, are prepared for each position, and these job descriptions are reviewed before each position is announced, to ensure conformity with the community college's affirmative action and nondiscrimination commitments."

procedures shall be developed and agreed upon jointly by representatives of the governing board and the academic senate.[14]

The faculty on the selection committee from the given discipline or subject area shall make the determination whether applicants meet the desirable qualifications, the state minimum qualifications, or, when applicable, their equivalents as specified above.

Evaluation of Candidates. The selection committee shall evaluate candidates in regard to subject area knowledge and competency, teaching and communication skills, commitment to professional growth and service, potential for overall college effectiveness, and sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the district's students.

To ensure a thorough assessment of the candidates' qualifications, the committee shall formulate interview questions at a meeting well in advance of the first interview and the questions should be reviewed from an affirmative action perspective. The committee may also provide for appropriate teaching demonstrations, writing samples, and/or other performance indicators related to the subject area. All pertinent provisions contained in the district's collective bargaining contract shall be observed.

The chair will lead the committee discussion regarding strengths and weaknesses of the candidates and summarize its recommendations. The committee may include rankings and/or written comments for each candidate as a further means of communicating its recommendation. From among those interviewed and considered well-qualified, the committee selects up to three candidates for reference checks. Reference checks shall be conducted by the selection committee (faculty) chair and the area administrator, and shared with the selection committee before names are forwarded. Reference checks shall include academic background, professional experience, and personal qualities relevant to performance in the faculty assignments. The committee shall recommend up to two candidates to the dean of instruction and the college president for final consideration. The candidates whose names are forwarded shall be the best qualified to fulfill the requirements of the faculty position. If the committee cannot recommend any of the applicants the hiring process is reopened.

Selection of the Final Candidate. The dean of instruction and/or the president shall review the selection committee's recommendation, the qualifications and the reference checks on the final candidates. He or she may interview the finalists and conduct additional reference checks.

Final hiring decisions are, whenever reasonably possible, made during the regular academic year and promptly communicated to the faculty, the expectation that faculty recommendations regarding the hiring of faculty will normally be accepted is reinforced, and only in exceptional circumstances, and for compelling reasons communicated to the selection committee and to the president of the academic senate of

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[14] AB 1725, Section 87359: "No one may be hired to serve as a community college faculty member, instructional administrator, or student services administrator under the authority granted by the regulations unless the governing board determines that he or she possesses qualifications that are at least equivalent to the minimum qualifications specified in regulations of the board adopted pursuant to Section 87356 .. The process, as well as criteria and standards by which the governing board reaches its determinations, shall be developed and agreed upon jointly by representatives of the governing board and the academic senate, and approved by the governing board."

the college, will someone be hired as a faculty member who has not been found to be among the best qualified by the faculty.[15]

The college president's finalist is to be presented to the chancellor and board of trustees after consultation with the selection committee chair. If exceptional circumstances and compelling reasons exist why the president cannot choose any of the final candidates recommended, then he or she shall meet with the selection committee to discuss these issues. If the selection committee and the president cannot reach an agreement as to a candidate, then the president shall put his or her objection in writing to the selection committee and to the academic senate president, and the hiring process is reopened.

**Emergency Procedure**

If an instructor becomes unavailable to teach at the last moment or if enrollment in a course for which there is a policy not to turn students away is so large that a pool of properly screened applicants is not sufficient to staff all the added sections required, then the college may act to hire under this emergency procedure provided that:

1. The college president or designee and the academic senate president both certify that the situation was not one that could have been foreseen;
2. The hiring committee does the screening, interviewing, and hiring.
3. The hiring committee includes, at a minimum, one faculty member in the discipline or a closely related discipline selected by the academic senate president, and the area administrator may also be a member; and,
4. Anyone hired under this emergency provision must be evaluated during the first semester or quarter of employment by at least one full-time faculty member chosen in accordance with the college's evaluation procedure if one has been agreed upon or by the academic senate president if there is no evaluation procedure formally that has been formally agreed upon.

**Review and Revision**

This hiring policy and its procedures are subject to review and revision at the request of either the academic senate or the board of trustees. Such revised policy or procedures shall be mutually agreed upon by both parties before it replaces the previously agreed upon hiring policy or procedures, the state minimum qualifications, or, when applicable, their equivalents as specified above.

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[15] AB 1725, Section 4 (t) (8): "Final hiring decisions are, whenever reasonably possible, made during the regular academic year and promptly communicated to the faculty; the expectation that faculty recommendations regarding the hiring of faculty will normally be accepted is reinforced; and only in exceptional circumstances, and for compelling reasons communicated to the selection committee and to the president of the academic senate of the college, will someone be hired as a faculty member who has not been found to be among the best qualified by the faculty."

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